

OCTE “District” Office Employees Meet to Discuss SACS Accreditation Issues and KY Tech Continuous Improvement Plans



As part of the overall Southern Association of Colleges and Schools, Council on Accreditation and School Improvement (SACS/CASI) “District” self-study and continuous improvement plan, all OCTE central office employees, including those in the administrative business offices (ABO), recently met to discuss the upcoming SACS September 2006 visit.



According to OCTE Executive Director David Billingsley, “SACS is the number one priority throughout the system and everyone needs to be aware of what’s going on in the organization.”

SACS-CASI accreditation begins with three principles:

Commitment to Standards

- District Accreditation – Uniform Standards

Continuous Improvement

- Vision, Mission and Goals
- Strategic Planning

Quality Assurance

- Accountability System – Program Assessment
- Documentation and Monitoring





While a lot of behind the scenes OCTE central office work has already been accomplished, the “district” must successfully complete a systemic visit by a SACS Quality Assurance Review Team to become SACS-CASI accredited. Prior to their visit, ten “Accreditation Standards for Quality Systems” must be developed by “district” personnel and sent to SACS in narrative form. The following people were identified to chair the “District Standards Teams:”

1. *Beliefs and Mission* – OCTE Executive Director David Billingsley
2. *Governance and Leadership* – OCTE Ombudsman Bill Denton
3. *Curriculum* – OCTE Branch Manager Dr. Joyce Wogoman
4. *Instructional Design* – OCTE – Dr. Ahmed Sabie
5. *Assessment, Measurement, and Effectiveness Results* – OCTE Branch Manager Bettie Tipton
6. *Resources* – OCTE Branch Manager Emily Hehl
7. *Student Services* – Belfry ATC Principal and Principals’ Advisory Board Chairman Annette Ward



8. *Staff and Stakeholder Communications and Relationships* – Education Cabinet/OCTE, Fran Dundon

9. *Physical Facilities* – OCTE Executive Assistant Don Smith

10. *Continuous Process of Educational Improvement* – OCTE Division Director John Marks

OCTE Division Director John Marks presented an informational session on what the ATCs are responsible for in the overall process and how they are progressing with their respective program and school continuous improvement plans. He explained that OCTE's KY Tech District Continuous Improvement Plan would be "reported on a yearly basis; developed from school improvement plans, program assessment data, and consultant recommendations; and, aligned with SACS-CASI District Standards and Indicators, the Perkins Plan and administrative policy."



John Marks



Marks also took this opportunity to fully address central office employees with the following explanation of why SACS accreditation is important for the KY Tech System of Schools.



“The major advantage of working toward and receiving SACS accreditation is the fact that it provides relevance to the continuous improvement process (CIP) in place and allows OCTE leadership to pinpoint initiatives that can be developed, complimented or created to strengthen the programs we offer to all KY Tech students.

It also allows us to identify difficulties within the system that can possibly be corrected based on statistical data generated through the CIP. The reason for this is because the CIP begins with what happens in the classroom, documented by program assessment.

Program assessment is the major component for the teacher to develop a program improvement plan (PIP). That PIP is then given to the principal and used to help create the school improvement plan (SIP). Each ATC will send its SIP to the district office. Once in the district office, a district improvement plan is developed to address issues within the system.”

Top photo left to right: Dorothy Hatler, Madisonville ABO; Karen Mullins, Millard ATC; Tammy Alford, Bowling Green ABO; and Bonnie Hanes, Bowling Green ABO.



Both Hanes and Alford, from the BG-ABO, relayed they were glad to be involved in the meeting because continuity at all levels in the system helps everyone understand the big picture.

“It’s good to be involved and see how the process works,” said Mullins.

“This is important because everyone should know what’s going on,” said Hatler. “They are coming to look at our district to see if we are doing what we say we are doing.”

Photo at right (l to r): Betty Robinson, Education Cabinet payroll; Jenny Glass, OCTE policy analyst; Marcia Neace, Hazard ABO and OCTE Branch Manager Emily Hehl.

“We are out in the state and being invited to this meeting made us all feel like we are part of the team,” said Neace.



“The CIP has created better lines of communication at all levels,” says Glass.

OCTE Branch Manager Myra Wilson provided additional information and guided staff through the timeline in place for the “district’s” continuous improvement plan. The District Self-Study is due in the SACS office by July 7, 2006.



Photo above (l to r): OCTE Systems Coordinator Karla Tipton and OCTE Academic Consultant Grace Yue discuss the continuous improvement process.

Photo above right (l to r): OCTE Consultant Debra Almgren and Branch Manager Bettie Tipton.

Photo below (l to r): Part-time employees Jimmy Couch (co-op) and Finley Begley (business & industry liaison).



The importance of the SACS-CASI organization is that they are a global leader in helping elementary, secondary and middle schools improve student learning through accreditation. According to SACS-CASI, “district accreditation is a process that examines how all the processes and functions of a system work in concert to the benefit of student learning.”





**Photo (l to r):
Marion Co. ATC
Principal Howard
Carey and OCTE
Academic
Consultant Tommy
Sutton listen as
OCTE Deputy
Executive Director
Lewis Carter
further clarifies how
the CIP builds
accountability from
one level to another.
Carey used this
opportunity for a
make-up session as
he was ill during the
principals' meeting.**

“SACS is well respected across the nation and if we become accredited, it provides us with a means to identify KY Tech as a district of technical schools that has been nationally accredited,” said Billingsley. “The process of becoming accredited develops our accountability and validates the process of continuous improvement within the system. And, we will become the first district of technical schools to become accredited in the United States.”

VISION

To be an educational system that serves the needs of all students pursuing technical education and skills training.

MISSION

To develop a versatile individual by providing technical education and skills training in a safe environment.

GOALS

- **Provide technical skills training to secondary students that leads to successful post high school transition.**
- **Enhance career exploration options for secondary students.**
- **Collaborate with local school districts to enhance the educational growth of all students.**
- **Respond to the training needs of business and industry for the community.**
- **Become an Area Center of Excellence for continuous improvement of quality technical education for life long learning.**



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